

Green Elementary School

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the Green community have been taken seriously, and below are detailed responses to the issues raised.

1. Why this school?

Green met the primary criteria for closing described below, with a 35% five-year enrollment decline and 2006 enrollment of 268. It is located within one half mile of Turner, which is also underutilized and is scheduled to undergo modernization. Consolidation of the two programs will enable the implementation of a comprehensive staffing model in a new Turner building when construction is completed.

2. What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

Green has experienced a substantial enrollment decline, and is currently at about half the building capacity. Green is located within a half mile of Turner and Malcolm X elementary schools, both of which are under-enrolled. The facility itself requires renovation. The area is anticipated to grow as new housing comes online, but there is still room to consolidate programs and offer neighborhood students comprehensive programming.

3. What other options have been considered?

The planning team considered the other neighborhood schools, but only Green met the primary criteria for closing. Additionally, because the Turner school is being modernized, it made more sense to ultimately close the Green building so that students could attend the consolidated program in a new school facility.

4. How will DCPS address the issue of combining the Green and Turner communities into one school?

It is important to note that many of the students living within a half mile of Green actually attend Turner. The two school communities will first combine at Green before moving to a newly modernized Turner. DCPS will work to ensure that the two school communities, including the students, staff, and parents, are

integrated effectively and that the communities have opportunities to meet with and engage each other. Planning for the consolidation will begin immediately.

5. What will happen to existing successful programs?

Over the years, many schools have developed unique components of their program that have made the school a positive learning environment. The Chancellor and her team will work hard to preserve these program elements and strive to build upon them in the new school environments. Schools have also spent time and effort to cultivate community partnerships that have produced a variety of educational benefits to students. We want to maintain these relationships and find ways in which we can continue these partnerships.

6. How will this plan improve the learning environment?

By focusing more resources on fewer schools, we will be better able to support academic achievement. This plan will allow schools to receive the staff and resources they need to better serve students. For example, Green currently has no funding for art, music, or physical education teachers, and only has funding for a part-time librarian. Added resources will allow schools to hire full-time art, music, and physical education teachers. Schools will also be able to hire the appropriate clinicians and practitioners, like social workers and psychologists, to serve and support students and their families.

7. What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

8. How does the restructuring process affect the school closure and reorganization proposal?

The NCLB restructuring process does not affect the school closure proposal. Twenty-seven DCPS schools were identified under NCLB as in need of restructuring. Those schools in restructuring are currently in the quality review process to determine what fundamental programmatic changes need to be made to ensure high quality instruction and results. Restructuring schools are going to receive aggressive and targeted interventions designed to have an immediate affect on student achievement and school environment.

9. Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

10. What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make staffing decisions. In cases where strong teams have demonstrated good results, we will work to keep that team together. In addition, staff will have the opportunity to consider new placements or new roles of interest to them within DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

11. What is the status of my school's modernization plan?

Design on a new Turner building will begin immediately and be completed in time for the 2010-11 school year. Students will be served at Green and Malcolm X in the interim.

12. What facility improvements will be made to receiving schools?

The Office of Public Education Facilities Modernization is conducting assessments of all receiving schools to identify priority improvements before the 2008-09 school year.

13. Is the receiving school ready for more students?

Based on current enrollment, Malcolm X has 296 spaces for PK-5th grade students, and Green has 247. There are currently 278 PK-5th grade students enrolled at Turner, who would need to temporarily move during Turner's construction.

14. What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers that stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

15. What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

16. How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain "fixed costs," such as utilities and the cost of a principal. By keeping open multiple buildings that are under-enrolled (Malcolm

X is currently at 56% capacity; Tuner is at 62%; Green at 52%), that means less money to go towards teachers and programming. In the case of Green, our annual fixed costs are \$678,000.

17. How will this affect the feeder patterns in my community?

As part of this reorganization, we intend to implement the proposal in the Master Education Plan that calls for building feeder patterns around elementary schools. Moving forward, all students who attend a particular elementary school – whether they are in boundary or out of boundary – will be assigned to the same middle and high schools by virtue of having attended that elementary school. Families will continue to have the opportunity to apply to out-of-boundary schools. In addition, sixth grade students in Ward 8 schools will move out of the elementary school and into the middle school. Students from Turner, Green, and Malcolm X will be assigned to Johnson Middle School.

18. How will this affect the school boundaries in my community?

For the 2008-09 school year we will institute an interim boundary policy. Students attending a school proposed for closure (whether the student is currently in-boundary or out-of-boundary) will be assigned one or more schools of right nearby. These students will also have preference in the out-of-boundary (OOB) lottery for the 2008-09 school year. Students will be expected to pre-register in the spring to reserve a spot at their new school, when relevant.

The chart below explains what the interim 2008-09 policy will be for students currently attending Turner and for students currently living in those boundaries but not attending those schools.

IN BOUNDARY AND CURRENTLY ATTENDING	IN BOUNDARY AND NOT CURRENTLY ATTENDING	OUT OF BOUNDARY AND CURRENTLY ATTENDING
<ul style="list-style-type: none">• Guaranteed spot at Green or Malcolm X• Preference in OOB lottery	<ul style="list-style-type: none">• Guaranteed spot at Green or Malcolm X	<ul style="list-style-type: none">• Guaranteed spot at Green or Malcolm X• Guaranteed spot at current neighborhood school• Preference in OOB lottery

New elementary school boundaries will be developed across the city and will go into effect for the 2009-10 school year. When the new boundaries go into effect in 2009, all students attending a school – whether from in or out of boundary – may continue to attend that school for as long as they wish.

19. This plan changes the traffic and walking patterns for my family – we will now have to cross very busy intersections and this poses a major safety concern. How will DCPS address this safety issue?

Turner is located within a half mile of both Green and Malcolm X elementary schools. Parents can choose which school is closer and more convenient for their children. We will work closely with the Department of Transportation to ensure that busy streets, like Alabama Avenue, have the appropriate speed controls and school crossing guards.

20. Will transportation be provided for students from the schools that will be closed?

At this time, we are not considering transportation for students from Turner. We believe that sufficient walkability has been preserved.

21. Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

22. Will the students affected by these closings be exempt from future closings?

Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

23. Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for school closures and consolidations. The Chancellor's plan builds upon those earlier recommendations, utilizing up-to-date analysis and data, as well as months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

24. How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during

these community meetings, including input that will be shared at the special community meetings to be held on January 17, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.

P. R. Harris

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the P.R. Harris community have been taken seriously, and below are detailed responses to the issues raised.

1. Why this school?

The vast size and open plan design of the P.R. Harris building make it inappropriate as an elementary school. With two underutilized elementary schools within a half mile of P.R. Harris, distributing the student body to the nearby schools will support the implementation of a comprehensive staffing model at each neighborhood school and will maximize the efficiency of DCPS' use of facilities.

2. What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

While P.R. Harris did not meet the primary criteria because of its large enrollment, it has experienced a sharp enrollment decline of 31% over the past 5 years. Moreover, much of the enrollment at P.R. Harris is in the older grades, suggesting that parents are exercising other options for elementary school. There are three nearby elementary schools – Patterson, Leckie, and Hendley, all of which are under-enrolled – that would serve as neighborhood elementary schools. Additionally, as a facility, P.R. Harris is unfit for an elementary school program; it is too large, open-space, and in serious need of repair.

3. What other options have been considered?

Hendley met the primary criteria for closure and was first considered. But after reviewing the schools from a neighborhood and programmatic level, the planning team felt that preserving Hendley as a neighborhood school would provide a better long-term benefit to the community. Both Patterson and Leckie also need higher enrollments, and dispersing the P.R. Harris school back to several neighborhood elementary schools would have this effect.

4. What will happen to existing successful programs?

Over the years, each has developed unique components of its program that have made the school a positive learning environment. The Chancellor and her team will work hard to preserve these program elements and strive to build upon them in the new school environments. Schools have also spent time and effort to cultivate community partnerships, such as P. R. Harris's partnership with Junior Achievement, that have produced a variety of educational benefits to students. We want to maintain these relationships and find ways in which we can continue these partnerships.

5. What will happen to the UDC program at P. R. Harris?

We are committed to ensuring continued access to the UDC programs in the P.R. Harris community. We expect the UDC program to remain at P.R. Harris next year, and will work with UDC to explore options for long-term use of that site, including the possible expansion of their program there.

6. How will this plan improve the learning environment?

By focusing more resources on fewer schools, we will be better able to support academic achievement. This plan will allow schools to receive the staff and resources they need to better serve students. For example, P.R. Harris currently only has funding for a part-time art teacher, while Hendley has no art or physical education teachers and Leckie is without a music teacher or a librarian. Added resources will allow schools to hire full-time art, music, and physical education teachers. Schools will also be able to hire the appropriate clinicians and practitioners, like social workers and psychologists, to serve and support students and their families.

7. What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

8. How does the restructuring process affect the school closure and reorganization proposal?

The NCLB restructuring process does not affect the school closure proposal. Twenty-seven DCPS schools, including Hart and Patterson, were identified under NCLB as in need of restructuring. Those schools in restructuring are currently in the quality review process to determine what fundamental programmatic changes need to be made to ensure high quality instruction and results. Restructuring schools are going to receive aggressive and targeted interventions designed to have an immediate affect on student achievement and school environment.

9. Will schools with new programs still be neighborhood schools?

Yes. While some new programs will serve both neighborhood students and draw students from across the city, receiving schools will continue to be the school of right or neighborhood school for the corresponding neighborhoods.

10. Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

11. What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make staffing decisions. In cases where strong teams have demonstrated good results, we will work to keep that team together. In addition, staff will have the opportunity to consider new placements or new roles of interest to them within DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

12. What facility improvements will be made to the receiving schools before the start of school?

The Office of Public Education Facilities Modernization is conducting assessments of all receiving schools to identify priority improvements before the 2008-09 school year.

13. Is the receiving school ready for more students?

Based on current enrollment, Patterson will have capacity for an additional 230 PK-5th grade students next year, once 6th graders move to middle school; Hendley has capacity for 280; Leckie for 186. P.R. Harris currently has 291 PK-5th grade students. Hart Middle School has space for an additional 480 students. P.R. Harris serves 231 6th- 8th grade students.

14. What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers that stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

15. What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect

city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

16. How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain “fixed costs,” such as utilities and the cost of a principal. By keeping open multiple buildings that are under-enrolled (P.R. Harris is currently at 53% capacity; Hendley is at 37%) we are spending that money in three buildings, when the students could all be accommodated in fewer. That means less money to go towards teachers and programming. In the case of P.R. Harris, our annual fixed costs are \$1,000,000.

17. How will this affect the feeder patterns in my community?

As part of this reorganization, we intend to implement the proposal in the Master Education Plan that calls for building feeder patterns around elementary schools. Moving forward, all students who attend a particular elementary school – whether they are in boundary or out of boundary – will be assigned to the same middle and high schools by virtue of having attended that elementary school. Families will continue to have the opportunity to apply to out-of-boundary schools. In addition, sixth grade students in Ward 8 schools will move out of the elementary school and into the middle school.

18. How will this affect the school boundaries in my community?

For the 2008-09 school year we will institute an interim boundary policy. Students attending a school proposed for closure (whether the student is currently in-boundary or out-of-boundary) will be assigned one or more schools of right nearby. These students will also have preference in the out-of-boundary (OOB) lottery for the 2008-09 school year. Students will be expected to pre-register in the spring to reserve a spot at their new school, when relevant.

The chart below explains what the interim 2008-09 policy will be for students currently attending P.R. Harris and for students currently living in those boundaries but not attending that school.

IN BOUNDARY AND CURRENTLY ATTENDING	IN BOUNDARY AND NOT CURRENTLY ATTENDING	OUT OF BOUNDARY AND CURRENTLY ATTENDING
<ul style="list-style-type: none">• Guaranteed spot at Hendley, Leckie, or Patterson PK-5• Guaranteed spot at Hart grades 6-8• Preference in OOB lottery	<ul style="list-style-type: none">• Guaranteed spot at Hendley, Leckie, or Patterson PK-5• Guaranteed spot at Hart grades 6-8	<ul style="list-style-type: none">• Guaranteed spot at Hendley, Leckie, or Patterson PK-5• Guaranteed spot at Hart grades 6-8• Preference in OOB lottery• Guaranteed spot at current neighborhood school

New elementary school boundaries will be developed across the city and will go into effect for the 2009-10 school year. When the new boundaries go into effect in 2009, all students attending a school – whether from in or out of boundary – may continue to attend that school for as long as they wish.

19. How will DCPS address the issue of turf wars when you put different communities into one school?

At the middle grade level, student safety begins to become a concern, and we will work closely with the Metropolitan Police Department and community leaders to address neighborhood safety concerns that make their way into the school environment. DCPS will work to ensure that the receiving school communities, including the students, staff, and parents, are integrated effectively and that the communities have opportunities to meet with and engage each other. Planning for the consolidation will begin immediately.

20. Were walkability and traffic studies conducted?

Walkability and traffic issues, including street and geographic boundaries that created isolation problems for some schools, were considered thoroughly. Every effort was made to ensure that walkability for neighborhood elementary schools was maintained with this proposal. P.R. Harris is within a half mile of Hendley, Patterson, and Leckie, and 74% of P.R. Harris students also live within that half-mile radius. Therefore, we believe that walkability is not a significant issue with regard to the P.R. Harris closure. We will work closely with the Department of Transportation to ensure that busy streets, like South Capitol Street, have the appropriate speed controls and school crossing guards.

21. Will transportation be provided for students from the schools that will be closed?

At this time, we are not considering transportation for students from P.R. Harris. We believe that sufficient walkability has been preserved.

22. Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

23. Will the students affected by these closing be exempt from future closings?

Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

24. Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for

school closures and consolidations. The Chancellor's plan builds upon those earlier recommendations, utilizing up-to-date analysis and data, as well as months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

25. How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during these community meetings, including input that will be shared at the special community meetings to be held on January 17, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.

Douglass Transition Academy and Douglass CHOICE program

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the Douglass community have been taken seriously, and below are detailed responses to the issues raised.

1. Why this school?

Douglass is currently used to house two special programs – the CHOICE program, an alternative suspension program, and the Douglass Transition Academy, a special education program. Neither program is a neighborhood school program. The CHOICE program is currently split between Taft and Douglass and should be combined at one school location. Moving the special education students to neighborhood school programs is part of a long-term effort to move special education programs into more inclusive environments in or near the neighborhoods in which the students live. Douglass is a very large building that could be better used as either swing space for the DCPS modernization program or leased to another entity.

2. What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

In the case of Douglass, the analysis was exclusively programmatic in nature. It is not a neighborhood school and does not serve students who choose to attend Douglass, but rather is a facility at which two DCPS programs are located. We are moving those programs to make more efficient use of space and to better meet the needs of students in those programs.

3. What other options have been considered?

The planning team considered the best location for the CHOICE and transition program and determined that neither had to be located at Douglass.

4. How will this plan improve the learning environment?

Students served by the Transition Academy will be better served at high schools closer to their homes and in more integrated settings.

5. What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

In the case of the Douglass Transition Academy, students would relocate across three other high school sites, forming two to three classes at each site. These classrooms would be located in close proximity to each other, and students would also have access to additional rooms for therapy sessions and behavior management. Office space would be provided for the instructors. Importantly, we are going to create an afternoon work-study program to establish a career transition program. We will use the motivating power of authentic work experiences with the rewards of earning pay for work as we encourage these students in school and learning.

6. Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

7. What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make staffing decisions. In cases where strong teams have demonstrated good results, we will work to keep that team together. In addition, staff will have the opportunity to consider new placements or new roles of interest to them within DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

8. What facility improvements will be made to the receiving schools before the start of school?

The Office of Public Education Facilities Modernization is conducting assessments of all receiving schools to identify priority improvements before the 2008-09 school year.

9. What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers that stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

10. What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

11. How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain “fixed costs,” such as utilities and the cost of a principal. By keeping open buildings when those students could easily be accommodated in another building with excess space, that means less money to go towards teachers and programming. In the case of Douglass, our annual fixed costs are \$767,000.

12. How will this affect my school assignment?

In the case of students at the Douglass Transition Academy, teachers and administrators will work with families to reassign classrooms of students to high schools, where they will continue to have intensive support addressing their special needs, but will also have opportunity for inclusion in general education, as appropriate.

Students in the CHOICE program will be served at Hamilton.

13. Were walkability and traffic studies conducted?

Walkability and traffic issues, including street and geographic boundaries that created isolation problems for some schools, were considered thoroughly. Every effort was made to ensure that walkability for neighborhood elementary schools was maintained with this proposal. Because of the great distance that Douglass students already travel and because Douglass serves high school students, however, walkability was not a primary concern in the analysis.

14. Will transportation be provided for students from the schools that will be closed?

Transportation will continue to be provided to students with special needs, as it has in the past.

15. Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

16. Will the students affected by these closings be exempt from future closings? Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

17. Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for school closures and consolidations. The Chancellor's plan builds upon those earlier recommendations, utilizing up-to-date analysis and data, as well as months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

18. How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during these community meetings, including input that will be shared at the special community meetings to be held on January 17, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.

Wilkinson Elementary School

Over the past month, Chancellor Rhee, Deputy Mayor Reinoso, and their staff have listened to the questions and concerns shared by the community regarding the proposed reorganization plan. The questions and concerns of the Wilkinson community have been taken seriously, and below are detailed responses to the issues raised.

1. Why this school?

Both Moten and Wilkinson have suffered steep declines in enrollment. Consolidation is proposed because Moten and Wilkinson are both large buildings that are significantly under enrolled and are within two blocks of each other. Moten has a traditional classroom configuration that would immediately benefit students in a consolidation, as opposed to Wilkinson's open space plan. Consolidation will enable the implementation of a comprehensive staffing model.

2. What data were used to make this recommendation?

The primary analysis focused on enrollment data at all schools – schools that had both a consistently declining enrollment greater than most other schools and an overall enrollment that was lower than most other schools were identified for closure or consolidation. A second level of analysis was then applied to those schools that considered student growth projections, isolation and geographic factors, walkability issues, characteristics of likely receiving schools, and overall impact to the neighborhood, surrounding school cluster, and DCPS system as a whole.

Moten met both primary criteria for closing with a five year enrollment loss of 32% and an enrollment last year of 237. Wilkinson's enrollment has dropped 28% in the last five years, but its total enrollment of 367 last year was high enough to miss the closing criteria (272 or below). In addition, the facility at Moten is better suited for an elementary school program because of Wilkinson's open space design.

3. What other options have been considered?

The planning team explored which site would be best for a consolidated Moten-Wilkinson.

4. How will DCPS address the issue of combining the Moten and Wilkinson communities into one school?

It is important to note both schools serve the same student population, and many of the Moten students are former Wilkinson students (as Wilkinson only serves up to third grade). DCPS will work to ensure that the two school communities, including the students, staff, and parents, are integrated effectively and that the

communities have opportunities to meet with and engage each other. Planning for the consolidation will begin immediately.

5. What will happen to existing successful programs?

Over the years, Wilkinson has developed components of its program that have made the school a positive learning environment, such as its work with the Family Literacy program. The Chancellor and her team will work hard to preserve these program elements and strive to build upon them in the new school environments. Schools have also spent time and effort to cultivate community partnerships that have produced a variety of educational benefits to students. We want to maintain these relationships and find ways in which we can continue these partnerships.

6. How will this plan improve the learning environment?

By focusing more resources on fewer schools, we will be better able to support academic achievement. This plan will allow schools to receive the staff and resources they need to better serve students. For example, Wilkinson currently only has funding for a part-time librarian and has no funding for physical education, while Moten has no art teacher and only a part-time librarian and part-time music teacher. Added resources will allow schools to hire full-time art, music, and physical education teachers. Schools will also be able to hire the appropriate clinicians and practitioners, like social workers and psychologists, to serve and support students and their families.

7. What will happen to special education programs in my school?

We are committed to ensuring that students with special needs are effectively served in a new environment. In all cases we will work with families of students with special needs to ensure that all IEP requirements are met and that children and their caregivers are comfortable with their new placement.

8. How does the restructuring process affect the school closure and reorganization proposal?

The NCLB restructuring process does not affect the school closure proposal. Twenty-seven DCPS schools, including Moten, were identified under NCLB as in need of restructuring. Those schools in restructuring are currently in the quality review process to determine what fundamental programmatic changes need to be made to ensure high quality instruction and results. Restructuring schools are going to receive aggressive and targeted interventions designed to have an immediate affect on student achievement and school environment.

9. Will DCPS central offices move to save money?

In an effort to utilize our resources efficiently and effectively, we are exploring ways in which we can save money without affecting the quality of education provided to students. This definitely includes the possibility of moving the central administration offices.

10. What will happen to teachers and staff?

With the normal annual attrition we expect to make these decisions related to the reorganization plan without significant staffing decreases. Once a final decision has been made as to which schools are closing, the Chancellor can begin to make staffing decisions. In cases where strong teams have demonstrated good results, we will work to keep that team together. In addition, staff will have the opportunity to consider new placements or new roles of interest to them within DCPS, according to the transfer rights of their respective contracts. We will ensure all staff are notified of changes before the end of the school year.

11. What is the status of my school's modernization plan?

Design on a new Moten-Wilkinson building will begin immediately, and modernization will be completed in time for the 2010-11 school year.

12. What facility improvements will be made to receiving schools?

The Office of Public Education Facilities Modernization is conducting assessments of all receiving schools to identify priority improvements before the 2008-09 school year.

13. Is the receiving school ready for more students?

Moten has the capacity to accommodate the 513 PK-5 students currently enrolled at the two schools, along with the 60 students enrolled in the Moten Center.

14. What will happen to class size at receiving schools?

All schools are expected to adhere to the policies set forth in the Washington Teachers Union contract with DCPS. The contract outlines the policies related to the working conditions of teachers that stipulate the acceptable class size. A copy of the contract can be found on the DCPS website at www.k12.dc.us.

15. What will happen to the building after it is vacated?

We intend to use buildings for the benefit of our city, supporting educational needs first. For example, a school property could be used to house an early childhood or adult education program, a student and family health center, or another city agency. Should any building have an interim period during which it is not in use, we fully intend to take the reasonable steps to secure and protect city properties. The Mayor has no plans to sell the property or allow it to fall into disrepair or unmonitored use.

16. How will closing the building save money? How much money will be saved?

When we operate a school building, regardless of how many students there are in that school, we pay certain "fixed costs," such as utilities and the cost of a principal. By keeping open multiple buildings that are under-enrolled (Moten is at 35% of capacity; Wilkinson is at 72%), that means less money to go towards teachers and programming. In the case of Wilkinson, our annual fixed costs are \$1,000,000.

17. How will this affect the feeder patterns in my community?

As part of this reorganization, we intend to implement the proposal in the Master Education Plan that calls for building feeder patterns around elementary schools. Moving forward, all students who attend a particular elementary school – whether they are in boundary or out of boundary – will be assigned to the same middle and high schools by virtue of having attended that elementary school. Families will continue to have the opportunity to apply to out-of-boundary schools. In addition, sixth grade students in Ward 8 schools will move out of the elementary school and into the middle school.

18. How will this affect the school boundaries in my community?

For the 2008-09 school year we will institute an interim boundary policy. Students attending a school proposed for closure (whether the student is currently in-boundary or out-of-boundary) will be assigned one or more schools of right nearby. These students will also have preference in the out-of-boundary (OOB) lottery for the 2008-09 school year. Students will be expected to pre-register in the spring to reserve a spot at their new school, when relevant.

The chart below explains what the interim 2008-09 policy will be for students currently attending Wilkinson and for students currently living in those boundaries but not attending those schools.

IN BOUNDARY AND CURRENTLY ATTENDING	IN BOUNDARY AND NOT CURRENTLY ATTENDING	OUT OF BOUNDARY AND CURRENTLY ATTENDING
<ul style="list-style-type: none">• Guaranteed spot at Moten-Wilkinson• Preference in OOB lottery	<ul style="list-style-type: none">• Guaranteed spot at Moten-Wilkinson	<ul style="list-style-type: none">• Guaranteed spot at Moten-Wilkinson• Guaranteed spot at current neighborhood school• Preference in OOB lottery

New elementary school boundaries will be developed across the city and will go into effect for the 2009-10 school year. When the new boundaries go into effect in 2009, all students attending a school – whether from in or out of boundary – may continue to attend that school for as long as they wish.

19. Will transportation be provided for students from the schools that will be closed?

At this time, we are not considering transportation for students from Wilkinson, as the two schools are only a couple of blocks apart. We believe that sufficient walkability has been preserved.

20. Will there be another round of school closings?

We have no plans at this time to conduct another round of school closings. As part of ongoing educational planning, however, the administration will continually analyze the organization of the school system and the usage of facility resources to ensure that we are making the best educational opportunities available to all District students.

21. Will the students affected by these closings be exempt from future closings?

Every effort is being made to ensure that students experience as little disruption as possible, including minimizing the number of school moves that a child experiences as he or she matriculates through the system.

22. Why wasn't the community consulted earlier in this process?

Both the Master Education Plan and the Master Facilities Plan, developed through extensive community engagement, recommended and planned for school closures and consolidations. The Chancellor's plan builds upon those earlier recommendations, utilizing up-to-date analysis and data, as well as months of engagement with parents, community members, and other stakeholders to identify the needs of the school system and the best path for moving forward. It is important to reiterate that this is a proposed plan. Before any final decision is made by the Chancellor or Mayor, the proposed plan will have been vetted through three rounds of facilitated community meetings held in December and January and a series of special community meetings on January 17. This process was developed with the intention of providing an opportunity for the community to weigh in on the proposed plan and to raise any concerns or issues that may have been overlooked.

23. How will DCPS involve parents and the community moving forward?

We believe it is extremely important to have consistent dialogue with the community as an ongoing practice, but particularly as we move forward with this process. The input that parents and the community have shared during these community meetings, including input that will be shared at the special community meetings to be held on January 17, will inform a final plan to be recommended by the Chancellor to the Mayor by the end of January. The final plan will be posted on the DCPS and DC.GOV websites and available at all schools.